A Portal for Access to 21st CCLC Data: Profile and Performance Information Collection System (PPICS)

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Agenda

- Overview of PPICS
- Useful Data Collecting Tools
- PPICS Applications for Goal Measurement
- Questions

Data as a Tool for Continuous Improvement

- Narrow Achievement Gaps
- Improve Teacher Quality
- Improve Program Design
- Find the Root Causes of Problems

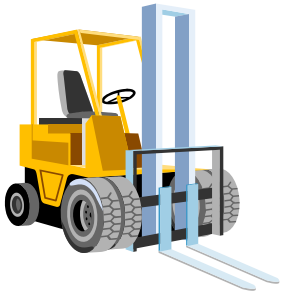
Data as a Tool for Continuous Improvement

- Share Best Practices
- Communicate Effectively with Stakeholders
- Motivate Students
- Increase Parent Involvement

Data-driven Decision Making

- Data enables key decision makers to boost overall program performance and improve student achievement

- Approach to accessing and using data…



Using Data: Assessing Your Program's "SMART" Goals

- **S** = **S**pecific
  - Who, What, When, Where, Why, Which
- **M** = **M**easurable
  - Goal tied to concrete, measurable impact
- **A** = **A**ttainable
  - Is this goal even achievable?
- **R** = **R**ealistic
  - Do you have the capacity both in terms of human and financial to meet your goals?
- **T** = **T**imely
  - You have a specific amount of time; make sure you do continuous program improvement and monitoring.

SMART Goal (Application)

31	Measurable Objective 1:
32	SMART Objective 1 – To increase the % (10+%) of students in the Hines Middle School economically disadvantaged sub-group (regularly participating in Spartan Success), who meet proficiency in English/Writing on the Virginia SOL assessments. Indicator 1.1 – The % of students regularly participating in Spartan Success who meet proficiency or make progress in English/Writing on the Virginia SOL assessments as compared to a comparable group of students who do not participate in Spartan Success.
33	Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

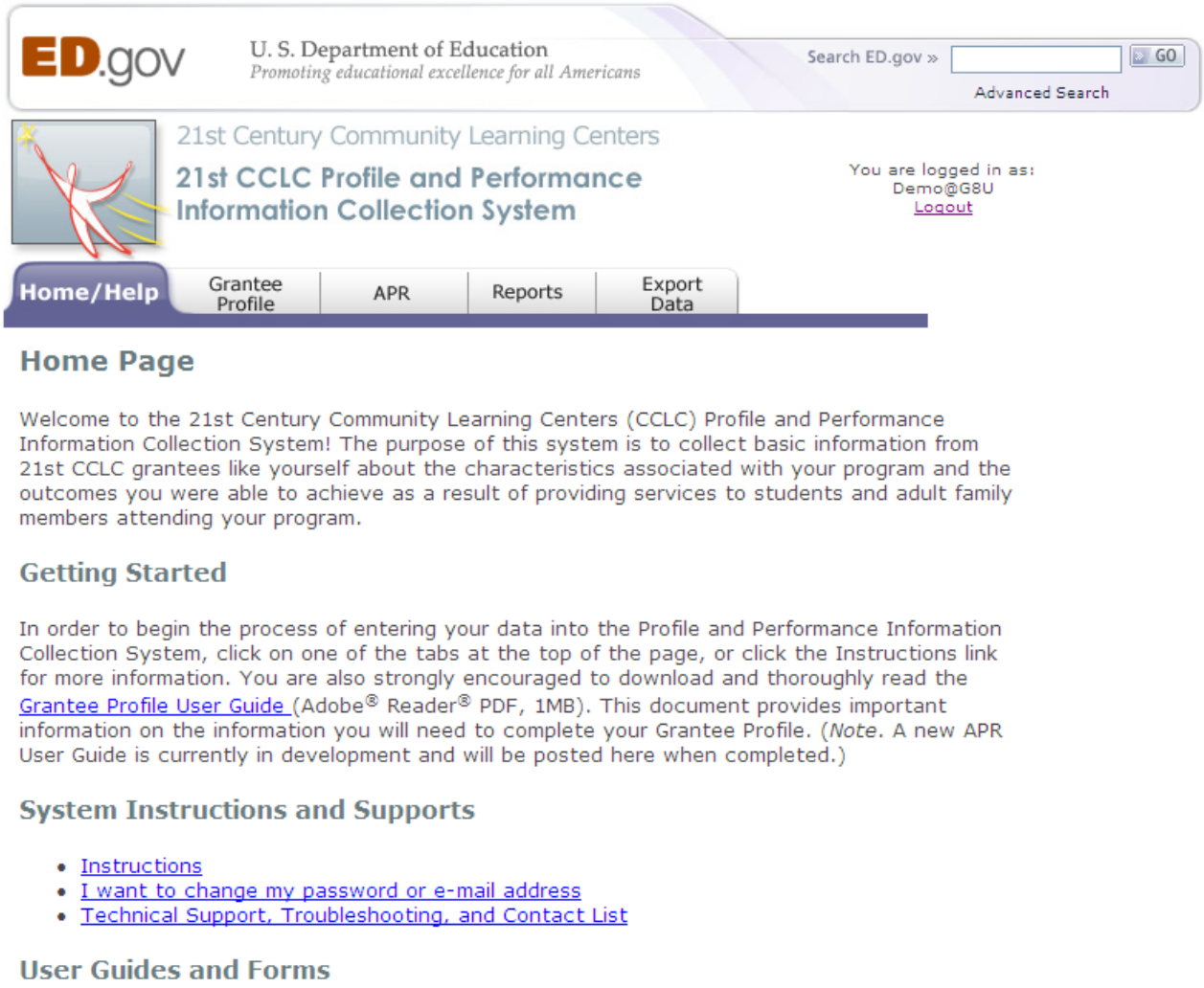
Be Proactive!

- Commit to goals
- Take action on matters over which you have control
- Small victories build confidence and allows program to build toward achievement of goals

1. Basic Structure of PPICS

- **"PPICS" = *Profile and Performance Information Collection System***
- ***Profile***
  - PPICS asks you to submit "Grantee Profile" information—basic information about your grant and centers.
- ***Performance Information***
  - PPICS asks you to submit program data for each year your grant was in operation. "Annual Performance Reports" (or APRs) are collected every year.

Basic Structure of PPICS



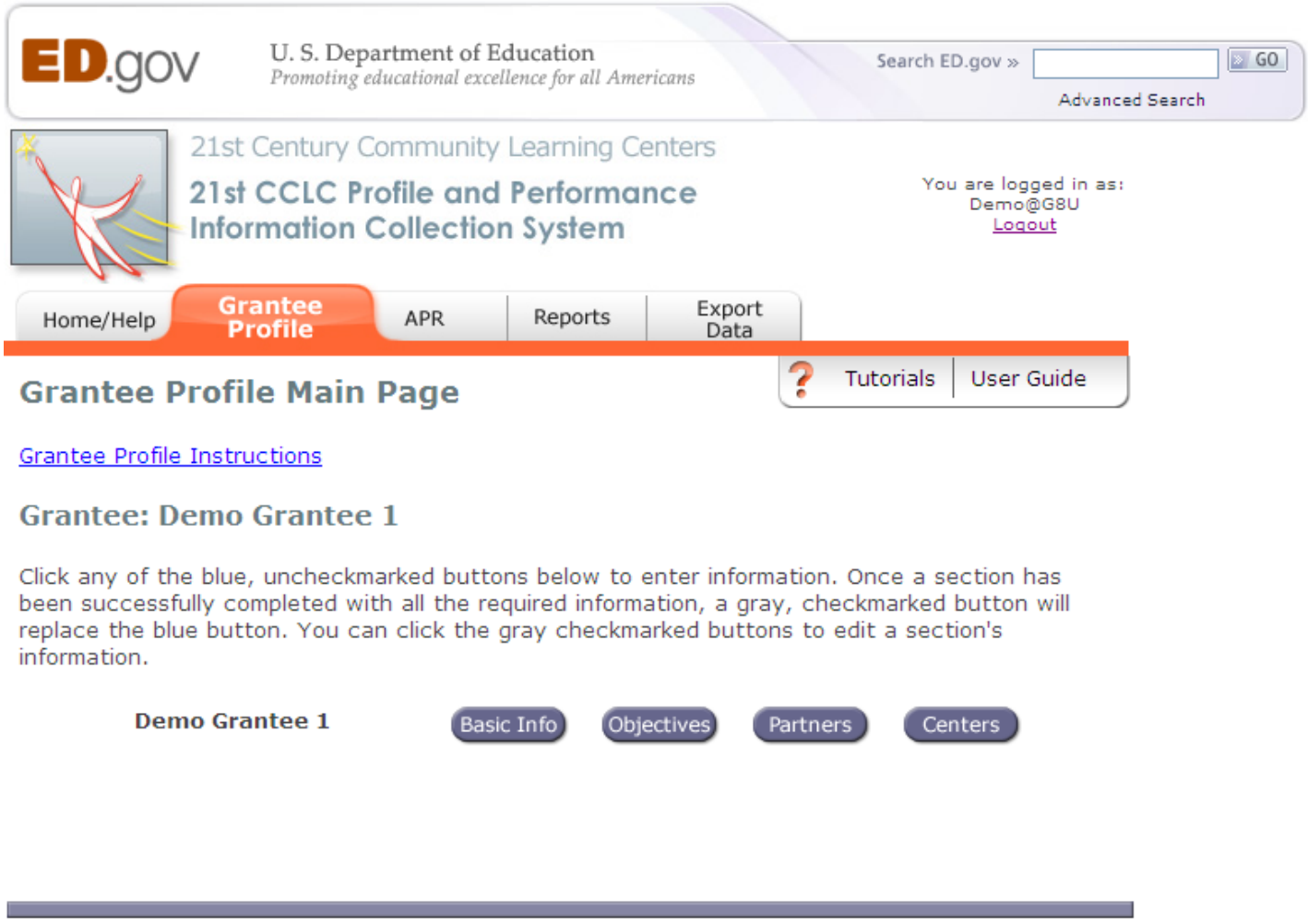
Basic Structure of PPICS

- Think about PPICS in terms of two main "modules":
  - The Grantee Profile (keep up to date!)

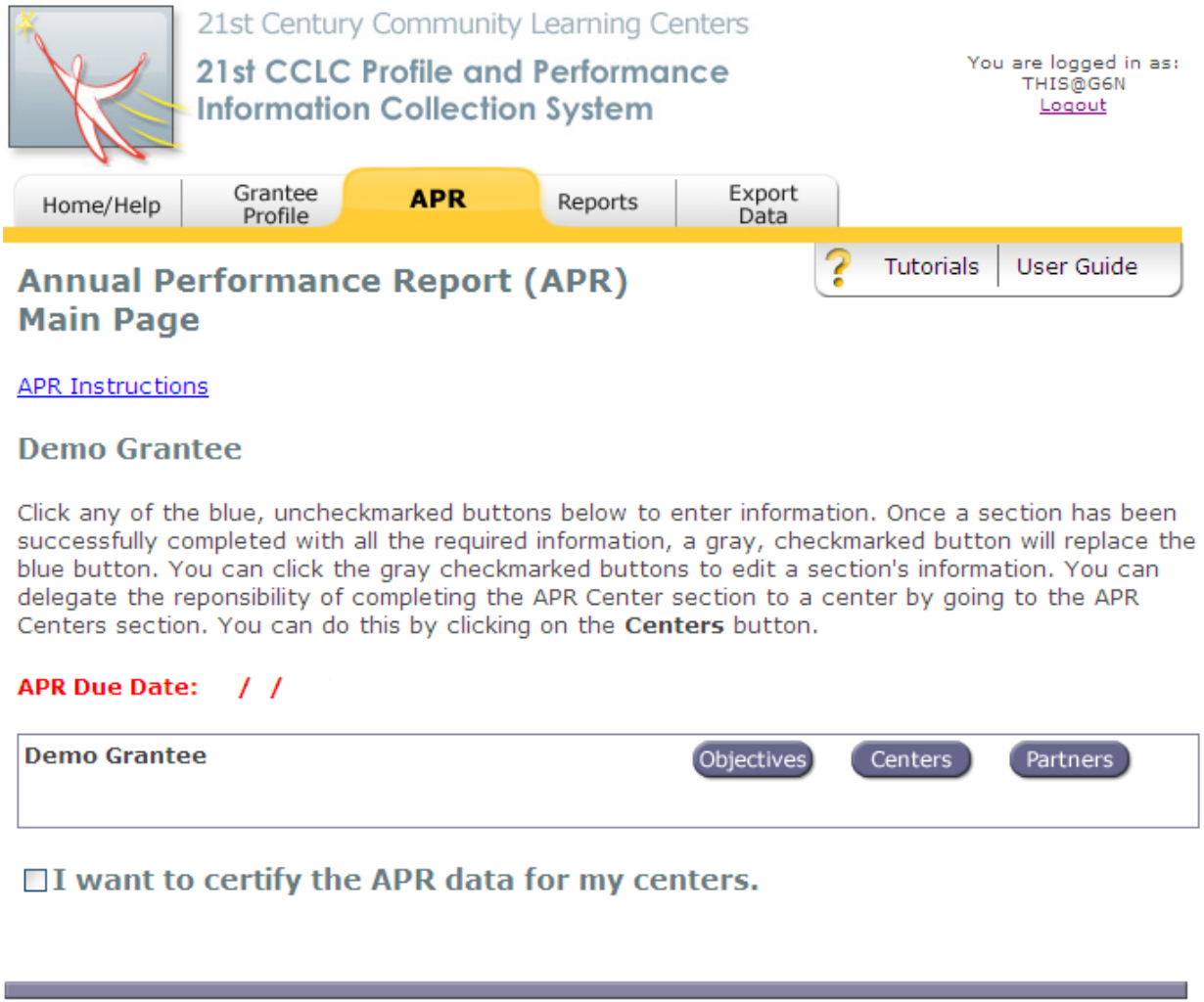
  - The APR (fill one out each year!)

- To fulfill your reporting requirements, you will need to complete **BOTH** the **Grantee Profile** AND the **APR**.
- An APR must be completed *each* year your grant is active.

PPICS: The Grantee Profile



APR: The Three Main Sections



Purpose of the Annual Performance Report (APR)

- To collect data from grantees on progress made during the preceding year towards meeting project objectives;
- To collect data on what elements characterized center operation including student and adult population served;
- To collect data that address the GPRA performance indicators (results of activities) for the 21st CCLC program

Useful Data Collecting Tools

- APR Completion Window: April – October

- APR Categories

☺ Objectives: The extent grantees accomplished goals with the 21st CCLC funds

☺ Partners: Contributions to program from entities and the nature of their contribution

☺ Centers: Location, hours of operation, activities provided, population served, and impact data

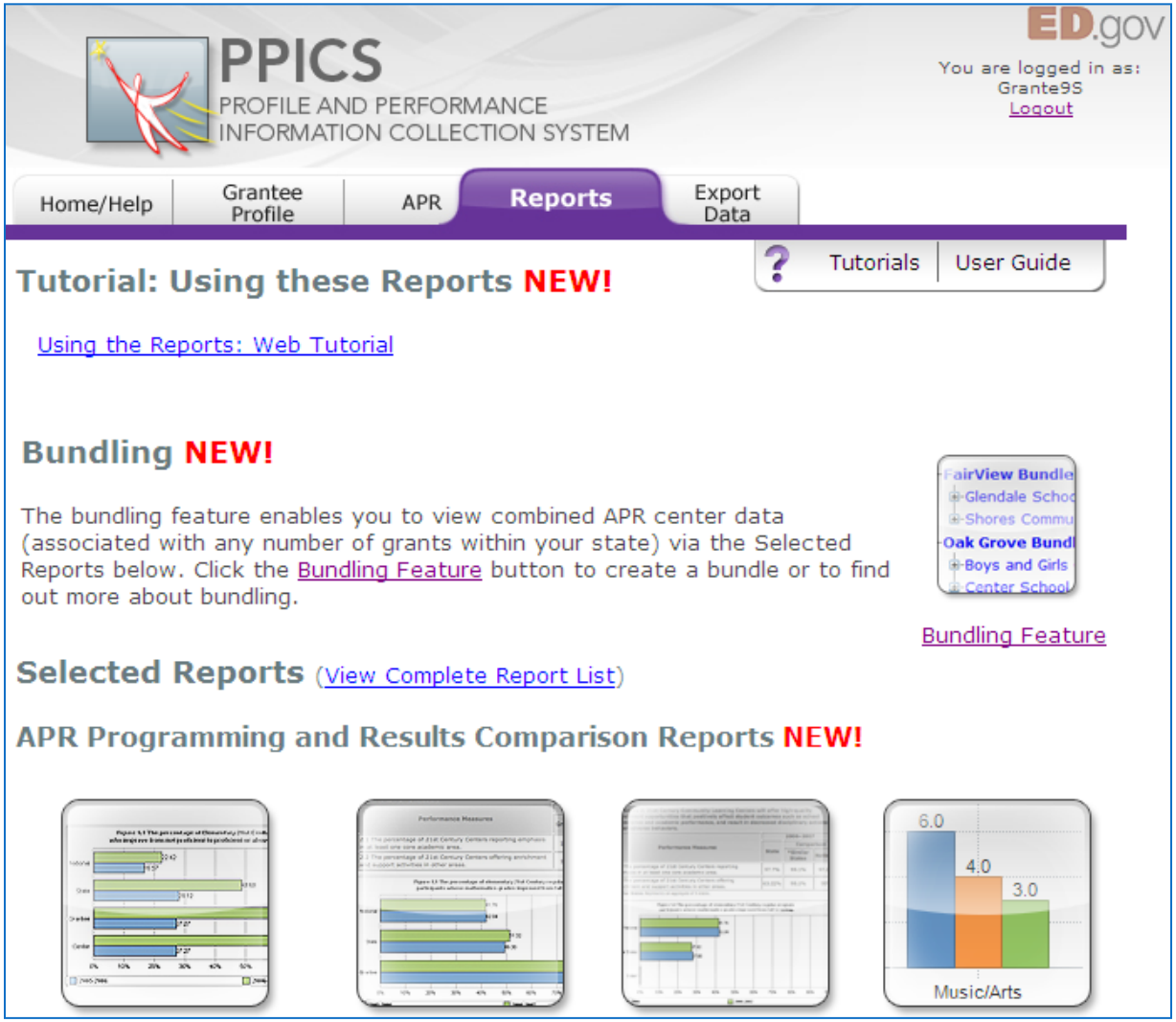
APR Reporting Areas Tools

- **Objectives**: Surveys collected from teachers, parents, students, staff, events
- **Centers**: participation data, attendance, site operations, calendar, staff information
- **Partners**: active, activities, offerings-activity or services

Self Monitoring

- Year 1: Self Evaluation!!!
- Reporting Evidence

The Reports Page



Checking and Using Your PPICS Data

- Reports can…
  - Help you complete the Grantee Profile or APR by showing what sections are incomplete
  - Show you what data are of interest to the Federal Government
  - Show you, in detail, how your site has changed over time.
  - Show you how much your program costs—per student, per regular attendee, per hour.
  - Show you how your site compares with other sites, other grants, your state, other states, or the nation.

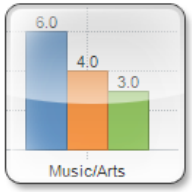
Using Your PPICS Data

GOALS!

Monitor program achievement!

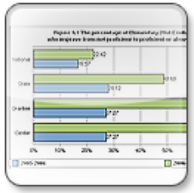
Knowing Your Sites

- Center-Level and Grant-Level Programming Comparisons
- Performance Indicators for Site/Grantee/State/National Comparisons
- Detailed APR Data Comparison



Center-Level Programming Comparison

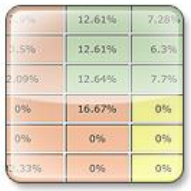
Grantee-Level Programming Comparison



Performance Indicators: Site/Grantee/State/National Comparison

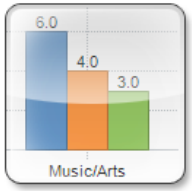
Performance Indicators: Grantee/State/National Comparison

Performance Indicators: State/Similar States/National Comparison



Detailed APR Data Comparison

Center-Level Programming Comparison

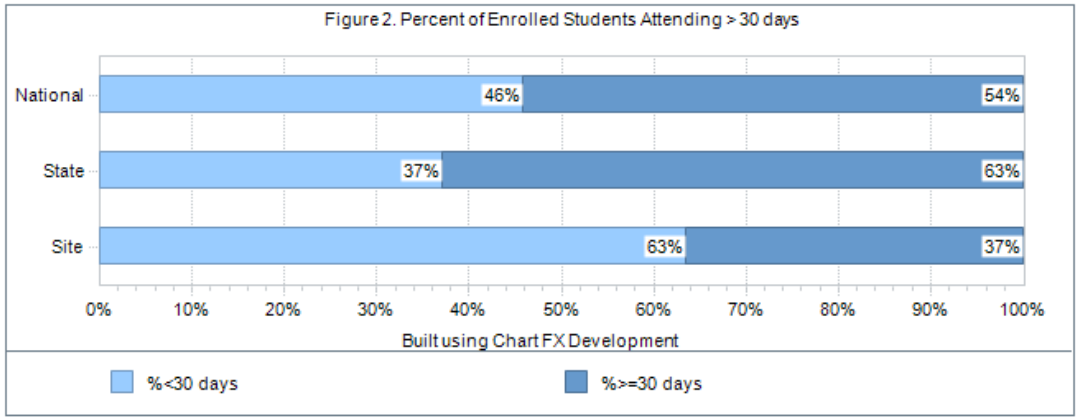


Center-Level Programming Comparison

Attendance

Number and percent of students attending:

- 52 students served during the 2006/2007 school year
- 33 students (63%) attended fewer than 30 days
- 19 students (37%) attended 30 or more days and are regular attendees

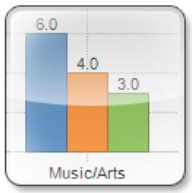


Aggregated Activities

Hours of activity by activity category (Summer)*

- Academic Enrichment: 0
- Tutoring: 0
- Homework Help: 0
- Mentoring: 2
- Recreation: 1
- Drug/Violence Prevention: 3
- Career/job development for youth: 1
- Expanded Library Hours: 0
- Supplemental Education Services: 0

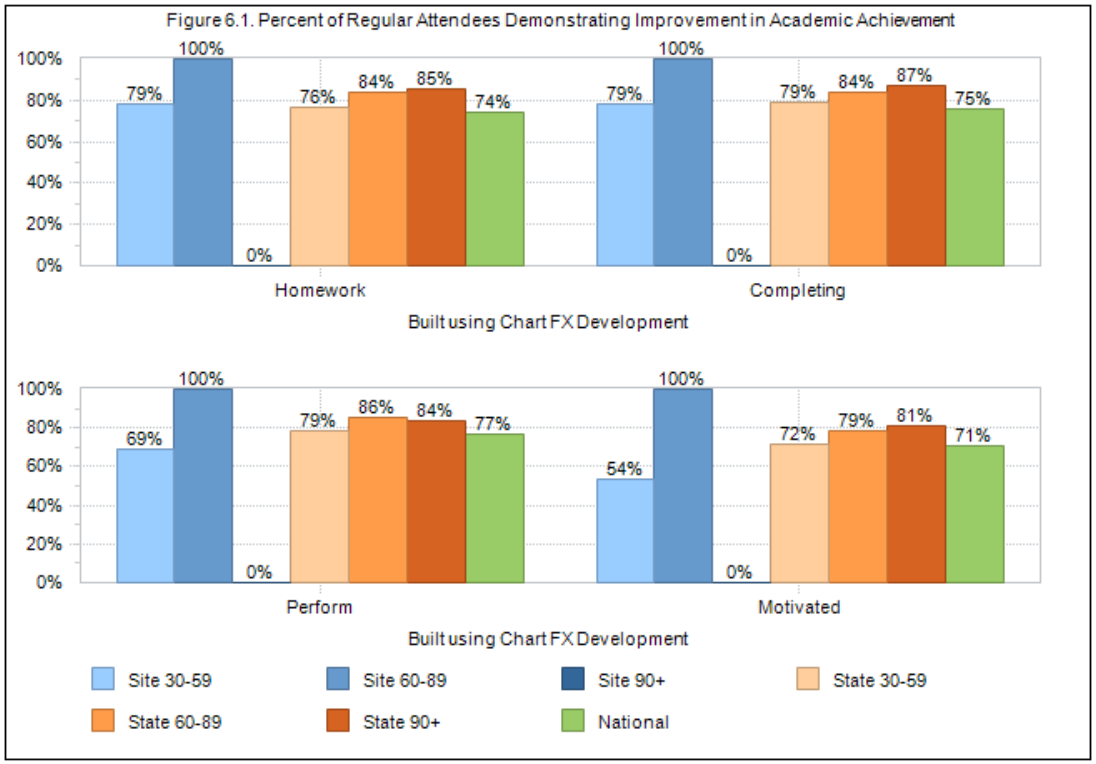
Center-Level Programming Comparison



Center-Level Programming Comparison

Teacher Perception of Improvement

Number of students attending 30 or more days in the program: 19
Number of students for which a teacher survey was completed: 19



Key to Academic Achievement

Homework	Behavior change in terms of turning in homework on time
Completing	Behavior change in terms of completing homework to teacher's satisfaction
Perform	Behavior change in terms of academic performance

Performance Indicator Reports

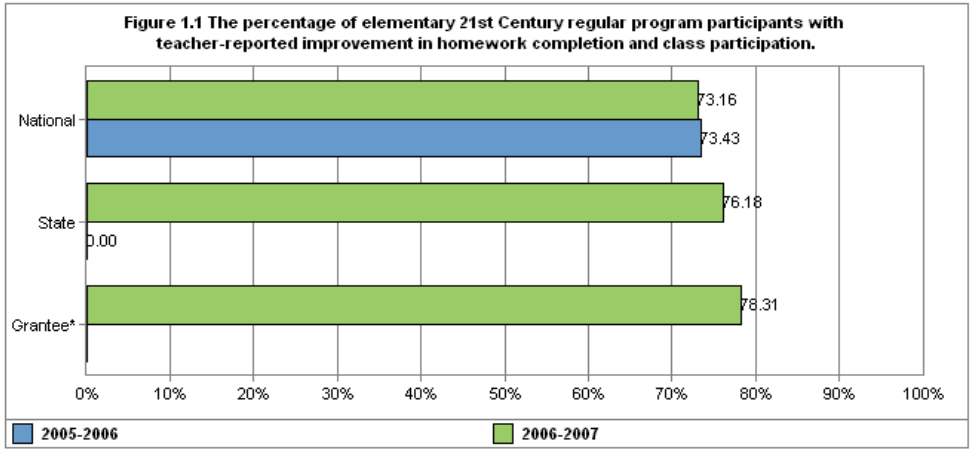
- Show individual site/grantee performance indicators alongside state and national indicators for the following 21st CCLC objectives:
  - Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
  - Objective 2: 21st CCLC programs will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Performance Indicators: Grantee/State/National Comparison Report

Objective 1: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Performance Measures	2006–2007		
	Grantee	Comparison	
		State	National
1.1 The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	78.31%	76.18%	73.16%
1.2 The percentage of middle and high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	NA	78.01%	72.4%
1.3 The percentage of all 21st Century regular program participants with teacher-reported improvement in hom completion and class participation.			
1.4 The percentage of elementary 21st Century regula participants with teacher-reported improvements in stu behavior.			
1.5 The percentage of middle and high school 21st Cer regular program participants with teacher-reported imp in student behavior.			
1.6 The percentage of all 21st Century regular program participants with teacher-reported improvements in stu behavior.			

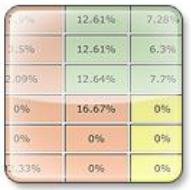
Performance Indicators: Grantee/State/National Comparison



Of this grantee's 3 center(s), 3 center(s) reported data for the 2006–2007 APR year.
Of this grantee's 3 center(s), 0 center(s) reported data for the 2005–2006 APR year.
*The grantee did not report this data for the 2005–2006 APR reporting period.

Detailed APR Data Comparison

CENTER NAME: JOHN ADAMS ELEMENTARY SCHOOL			
Total Student Attendees			
Special Services/Program	**Center n/%**	**State %**	**National %**
Limited English Proficiency	116/49.36%	9.26%	15.39%
Limited English Proficiency - Unknown	0/0%	1%	10.57%
Eligible for free or reduced lunch	42/17.87%	56.63%	60.39%
Eligible for free or reduced lunch - Unknown	193/82.13%	9.14%	13.53%
Special Needs or Disabilities	34/14.47%	8.4%	8.92%
Special Needs or Disabilities - Unknown	0/0%	1.4%	13.15%
Regular Student Attendees			
Special Servic			
Limited English Proficien			
Limited English Proficien			
Eligible for free or reduc			
Eligible for free or reduc			
Special Needs or Disabil			
Special Needs or Disabil			



Detailed APR Data Comparison

Attendance: Regular Attendees

Number of Regular Student Attendees						
	Center		**State**		**National**	
	n	**%**	**Median**	**%**	**Median**	**%**
Total number of students who attended fewer than 30 days during the reporting period	79	33.62%	30	39.85%	37	45.74%
Total number of students who attended 30 or more days during the reporting period	156	66.38%	62	60.15%	68	54.26%
Total individual student participants served	235	100%	19507	100%	1389655	100%

Year-to-Year Programming

- Provides data (as available) from APR 2006 on and includes:
  - Grantee Profile Overview
  - Grant abstract
  - Award amounts and length
  - Current community partners

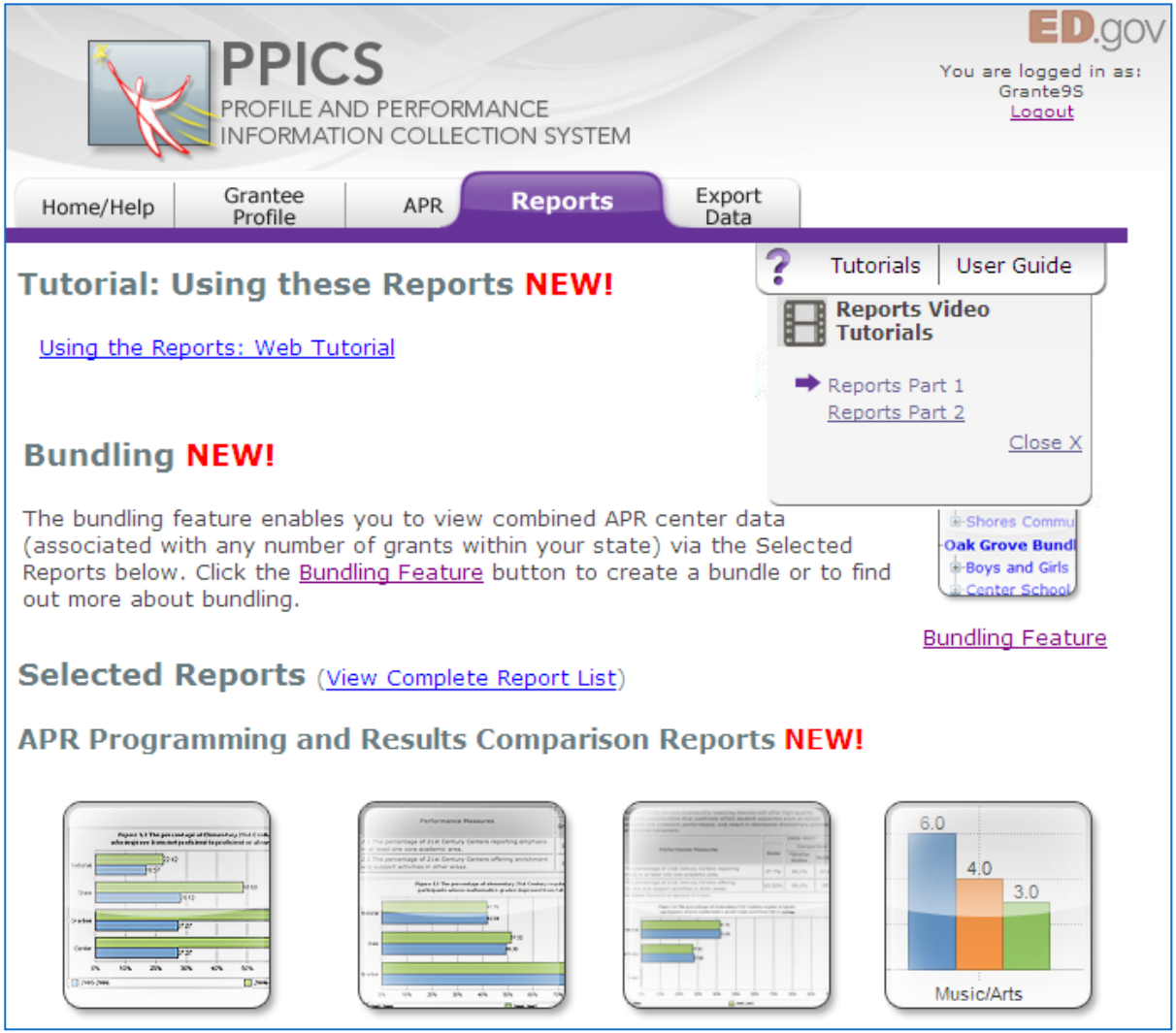
Year-to-Year Report: Teacher Survey

Year-to-Year Programming Comparison Report

Monitoring Indicators: Teacher Surveys

Teacher Survey Administration by Completion					
Teacher surveys are to be completed for all students who have attended 30 or more days. Data indicate variance in the number of surveys administered and returned, and give some indication of the strength of school day linkages. The percent of students who did not need to improve indicates characteristics of students who are attending the program.					
	APR Year				
	2007	**2008**	**2009**	**2010**	**2011**
Total number of surveys to be completed (number of regular attendees)	124	138	189		
Total number of teacher surveys given out	124	138	186		
Percentage of Regular Attendees Surveyed	100%	100%	98.41%		
Number of teacher surveys completed	124	138	186		
Percentage of Surveys Completed	100%	100%	100%		
Percentage of students* witnessing an improvement in terms of...					
turning in homework on time	72.73%	72%	63.25%		
completing homework to teacher's satisfaction	77.23%	72.97%	68.84%		
participating in class	78.43%	85.59%	78.68%		
volunteering in class (e.g. for extra credit or more responsibilities)	66.67%	57.14%	44.44%		
attending class regularly	22.86%	58.21%	33.85%		
being attentive in class	76.83%	73.33%	67.18%		
behaving in class	68.63%	70.97%	50%		
academic performance	85.59%	90.3%	77.99%		
coming to school motivated to learn	74.39%	74.51%	63.16%		
getting along well with others	71.7%	66.67%	57.45%		

Note: Tutorials and User Guides are Available



Using PPICS Reports

Questions?

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